



Calhoun School District

125 Herlong Avenue
St. Matthews, South

Grades	PK-12 District	
Enrollment	1,736 Students	
Superintendent	Dr. Steve Wilson	803-655-7310
Board Chair	Thomas Arant	803-874-2759

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Below Average	At-Risk
2008	Average	Excellent
2007	Average	Average
2006	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

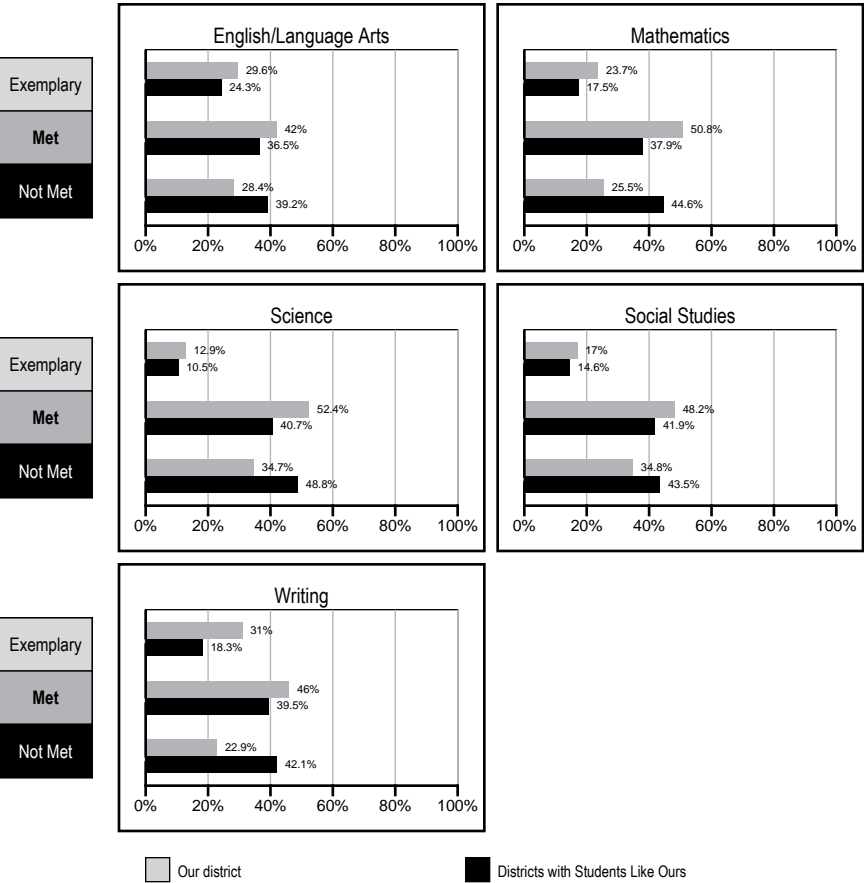
95.5%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	7	5	3

* Ratings are calculated with data available by 03/24/2011.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed both subtests	81.0%	69.9%	73.6%	70.0%	63.0%	65.6%
Passed one subtest	13.8%	15.5%	16.5%	15.8%	18.9%	17.9%
Passed no subtests	5.2%	14.6%	9.9%	14.2%	18.1%	16.4%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	87.0%	66.6%
English 1	76.3%	60.4%
Physical Science	38.6%	38.6%
US History and the Constitution	33.3%	23.5%
All Subjects	57.7%	48.0%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,736)				
First graders who attended full-day kindergarten	91.4%	Down from 96.3%	100.0%	99.5%
Retention rate	1.1%	Down from 3.5%	3.3%	2.3%
Attendance rate	96.1%	Down from 96.3%	95.1%	95.8%
Eligible for gifted and talented	5.5%	Down from 8.5%	6.8%	14.3%
With disabilities other than speech	9.2%	Down from 9.5%	10.6%	10.5%
Older than usual for grade	5.6%	Up from 5.1%	6.6%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	12.4%	Up from 0.4%	0.9%	0.7%
Enrolled in AP/IB programs	0.0%	No Change	7.2%	12.1%
Successful on AP/IB exams	N/A	N/A	40.0%	50.0%
Eligible for LIFE Scholarship	23.3%	Down from 28.9%	27.8%	31.4%
Enrolled in adult education GED or diploma programs	11	Up from 9	43	47
Completions in adult education GED or diploma programs	7	Up from 6	20	29
Annual dropout rate	1.0%	Down from 1.6%	3.8%	3.1%
Teachers (n=127)				
Teachers with advanced degrees	59.1%	Down from 59.2%	56.2%	58.8%
Continuing contract teachers	84.3%	Down from 85.6%	76.4%	81.5%
Teachers with emergency or provisional certificates	5.3%	Up from 5.1%	7.9%	4.0%
Teachers returning from previous year	87.7%	Up from 87.0%	86.2%	89.3%
Teacher attendance rate	93.8%	Down from 94.8%	94.8%	95.3%
Average teacher salary*	\$47,478	Up 0.3%	\$44,039	\$46,618
Vacancies for more than nine weeks	3.1%	Up from 0.0%	0.5%	0.2%
Professional development days/teacher	8.3 days	Down from 10.2 days	13.2 days	12.6 days
District				
Superintendent's years at district	4.0	No Change	4.0	3.0
Student-teacher ratio in core subjects	16.8 to 1	Down from 18.9 to 1	19.5 to 1	20.9 to 1
Prime instructional time	88.5%	Down from 90.2%	88.8%	89.9%
Dollars spent per pupil**	\$12,136	Down 2.2%	\$10,355	\$9,364
Percent of expenditures for teacher salaries**	50.8%	Up from 47.3%	49.4%	53.3%
Percent of expenditures for instruction**	52.8%	Up from 52.2%	52.6%	56.3%
Opportunities in the arts	Excellent	Up from Good	Good	Excellent
Number of schools	3	Down from 4	5	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	Down from 6.3%	0.3%	2.4%
Average age in years of school facilities	13 Years	Down from 22 Years	32 Years	27 Years
Number of schools with SACS accreditation	3.0	Down from 4.0	4.0	8.0
Parents attending conferences	70.9%	Down from 89.3%	96.7%	97.1%
Average administrator salary	\$84,766	No Change	\$74,796	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	99	92.9%	392	57.7%	124	80.6%	N/A
Gender							
Male	54	94.4%	209	60.8%	67	77.6%	N/A
Female	45	91.1%	183	54.1%	57	84.2%	N/A
Racial/Ethnic Group							
White	12	91.7%	56	75.0%	20	65.0%	N/A
African American	87	93.1%	326	53.7%	103	84.5%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	10	90.0%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	23	34.8%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	85	92.9%	354	54.8%	105	79.0%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2010

	Our District	Districts with Students Like Ours
Percent	92.9%	86.1%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	101	124	221	238
Number of Graduates in Cohort	81	100	152	161
Rate	80.2%	80.6%	68.8%	69.7%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	448	417	478	428	454	408	1380	1254		
State	482	482	496	496	467	465	1445	1443		
Nation	496	498	510	511	487	488	1493	1497		
ACT	English		Math		Reading		Science		Total	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
District	15.5	16.0	17.4	17.8	16.6	16.6	16.3	17.4	16.6	17.1
State	18.9	18.8	19.9	20.0	19.7	19.7	19.7	19.9	19.7	19.7
Nation	20.6	20.5	21.0	21.0	21.4	21.3	20.9	20.9	21.1	21.0

Abbreviations for Missing Data

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School District Governance

Board Membership	5 trustees elected to single-member seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	23.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

As the 2009-2010 school year draws to an end and my service to the district comes to a close, I want to take this opportunity to thank the members of our community for their support, their hard work, their caring, and their prayers. Over the last four years the students, the staff, and the parents of the district have shown what Calhoun County School District is capable of accomplishing. It has been my pleasure to stand on the sidelines and be a cheerleader as our team played the game. As I leave I want to point out one very important fact and I hope that it will inspire you to reach even greater heights: I have not been the one who did all the work that it took to set the pace that has been set; you have! I may have opened certain doors, but you are the ones who stepped through them and got us to where we are.

Over the last four years, we have almost completely overhauled the school district. Changes have been made in the curriculum we use, the buildings we work in, the finance package we use, the way we record and report student records, and just about every other function and aspect of the district. I don't think anyone anywhere could have accomplished more than you did in that short amount of time. It makes me tired just to think about everything that has been done.

As our economy continues to struggle, a lot will be asked of everyone in our society, and that is especially true of the schools. Tighter budgets will continue to place extraordinary stress on every facet of what schools do. Tough times require tough people, but tough times also produce tough people.

As I exit, I would just like to say that my thoughts and prayers will continue to be with Calhoun County and her public schools. I will continue to eagerly follow your successes. Best wishes to a GREAT school district and thanks for the opportunity you have given me to serve the students of Calhoun County.

James K. Westbury
Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

N/A

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

The Calhoun School District consists of 3 public schools with 0 of these schools, or 0%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

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N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Group									
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)									
All Students	755	98.7	28.8	41.5	29.7	83.2	83.5	Yes	Yes
Gender									
Male	368	97.8	33.7	38	28.3	77.7	80.1	N/A	N/A
Female	385	99.7	24.1	44.9	31	88.2	87	N/A	N/A
Racial/Ethnic Group									
White	212	98.1	21.2	32.8	46	89.4	89.6	Yes	Yes
African American	516	99	32.9	45	22.1	80.1	74.6	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	24	100	4.3	43.5	52.2	95.7	79.6	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status									
Disabled	82	96.3	68.4	21.1	10.5	46.1	51.7	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
Limited English Proficient									
Limited English	15	100	5.3	42.1	52.6	94.7	79	I/S	I/S
Socio-Economic Status									
Subsidized meals	632	98.6	29.7	43.3	27.1	82.8	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	755	98.7	25.9	50.3	23.7	83.7	80.4	Yes	Yes
Gender									
Male	368	97.8	32	43.7	24.3	77.4	78.4	N/A	N/A
Female	385	99.7	20.3	56.4	23.3	89.6	82.5	N/A	N/A
Racial/Ethnic Group									
White	212	98.1	18.2	43.9	37.9	89.4	87.8	Yes	Yes
African American	516	99	29.7	52.6	17.7	80.7	69.3	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	24	100	N/AV	N/AV	N/AV	N/AV	78.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status									
Disabled	82	96.3	60.5	32.9	6.6	46.1	46.1	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
Limited English Proficient									
Limited English	15	100	N/AV	N/AV	N/AV	N/AV	78.9	I/S	I/S
Socio-Economic Status									
Subsidized meals	632	98.6	27.7	51.2	21.1	82.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	510	99	34.1	53.1	12.9	65.9	67.3
Gender							
Male	251	98.4	37.9	47.1	15	62.1	66.9
Female	258	99.6	30.5	58.6	10.8	69.5	67.7
Racial/Ethnic Group							
White	142	98.6	20.6	56.5	22.9	79.4	79.6
African American	352	99.2	39.5	52	8.4	60.5	49.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	14	100	30.8	46.2	23.1	69.2	59.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	51	92.2	75	15.9	9.1	25	33.8
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	7	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status							
Subsidized meals	419	99.1	36.3	51.8	11.9	63.7	55.4

Social Studies

All Students	506	99.6	34.4	48.7	16.9	65.6	70.9
Gender							
Male	250	99.6	37.6	41.3	21.1	62.4	70.1
Female	256	99.6	31.3	55.8	12.9	68.7	71.7
Racial/Ethnic Group							
White	135	99.3	31.8	38	30.2	68.2	79.2
African American	350	99.7	36.8	53.2	9.9	63.2	58.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	21	100	10	40	50	90	68
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	53	96.2	65.3	28.6	6.1	34.7	39.3
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	14	100	11.1	38.9	50	88.9	68
Socio-Economic Status							
Subsidized meals	436	99.5	35.3	48.5	16.2	64.7	60.8

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	752	97.2	22.3	46.5	31.2	77.7	72.1	95.7	96.3
Gender									
Male	366	96.2	31.4	45.1	23.5	68.6	65.2	95.3	96.2
Female	386	98.2	13.8	47.8	38.4	86.2	79.2	96.1	96.4
Racial/Ethnic Group									
White	212	97.2	17.3	40.8	41.8	82.7	80.8	94.6	96.1
African American	515	97.1	24.5	49.6	25.9	75.5	59.7	96.1	96.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	87	94.3	97.5
Hispanic	24	100	17.4	30.4	52.2	82.6	64.6	97.4	96.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	73.4	87.2	95
Disability Status									
Disabled	80	77.5	75	20	5	25	27.7	94.8	95.4
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	63.5	97.1	96
Limited English Proficient									
Limited English	15	100	21.1	26.3	52.6	78.9	63.7	97.3	97
Socio-Economic Status									
Subsidized meals	629	97.1	23.9	47.3	28.8	76.1	61.9	95.7	95.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	134	99.3	13.6	34.4	52	86.4
	4	124	100	17.8	44.1	38.1	82.2
	5	126	100	14.8	58.2	27	85.2
	6	125	99.2	32.8	51.7	15.5	67.2
	7	111	99.1	25.7	54.1	20.2	74.3
	8	91	97.8	34.6	46.9	18.5	65.4
2010	3	126	98.4	22.3	28.1	49.6	77.7
	4	135	99.3	23.3	51.9	24.8	76.7
	5	120	99.2	23	47.8	29.2	77
	6	122	96.7	25.6	45.3	29.1	74.4
	7	136	99.3	38.9	35.9	25.2	61.1
	8	116	99.1	39.5	40.4	20.2	60.5
Mathematics							
2009	3	134	100	27	46	27	73
	4	124	100	13.6	51.7	34.7	86.4
	5	126	100	14.8	61.5	23.8	85.2
	6	125	99.2	20.7	60.3	19	79.3
	7	111	99.1	34.9	54.1	11	65.1
	8	91	97.8	29.6	55.6	14.8	70.4
2010	3	126	98.4	25.6	39.7	34.7	74.4
	4	135	99.3	21.7	58.9	19.4	78.3
	5	120	99.2	23	58.4	18.6	77
	6	122	96.7	22.2	47	30.8	77.8
	7	136	99.3	32.8	47.3	19.8	67.2
	8	116	99.1	29.8	50.9	19.3	70.2
Science							
2009	3	67	98.5	23	57.4	19.7	77
	4	124	100	22	55.9	22	78
	5	62	100	23.7	62.7	13.6	76.3
	6	64	96.9	45.8	45.8	8.5	54.2
	7	111	99.1	20.2	64.2	15.6	79.8
	8	44	95.5	32.4	45.9	21.6	67.6
2010	3	61	96.7	46.6	29.3	24.1	53.4
	4	134	100	31	61.2	7.8	69
	5	58	98.3	35.8	54.7	9.4	64.2
	6	62	98.4	26.2	62.3	11.5	73.8
	7	135	100	35.1	50.4	14.5	64.9
	8	60	98.3	32.8	53.4	13.8	67.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	67	98.5	9.2	66.2	24.6	90.8
	4	124	100	11	55.9	33.1	89
	5	64	100	22.2	54	23.8	77.8
	6	61	98.4	34.5	61.8	3.6	65.5
	7	111	99.1	46.8	39.4	13.8	53.2
	8	45	100	28.6	54.8	16.7	71.4
2010	3	63	98.4	21.7	58.3	20	78.3
	4	134	100	27.9	58.1	14	72.1
	5	61	98.4	43.1	39.7	17.2	56.9
	6	59	100	15.3	55.9	28.8	84.7
	7	134	100	50	39.2	10.8	50
	8	55	100	38.2	40	21.8	61.8
Writing							
2009	3	133	97.7	20	40	40	80
	4	124	96.8	25.4	39.5	35.1	74.6
	5	132	96.2	14.6	49.6	35.8	85.4
	6	121	95.9	31.9	40.7	27.4	68.1
	7	111	96.4	22.6	58.5	18.9	77.4
	8	93	93.6	30.9	53.1	16	69.1
2010	3	125	97.6	21	37.8	41.2	79
	4	135	97.8	27.3	44.5	28.1	72.7
	5	120	97.5	25	41.1	33.9	75
	6	122	94.3	14	43	43	86
	7	134	98.5	24.8	51.2	24	75.2
	8	116	97.4	20.5	61.6	17.9	79.5

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	124	97.6	14.7	38.8	25	21.6	60.3	65.9	Yes	Yes
Male	64	96.9	23.7	39	18.6	18.6	50.8	60.8	N/A	N/A
Female	60	98.3	5.3	38.6	31.6	24.6	70.2	71	N/A	N/A
White	21	95.2	11.8	11.8	35.3	41.2	82.4	77.5	I/S	I/S
African American	101	98	15.5	44.3	22.7	17.5	55.7	49.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	80.2	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	65.9	I/S	I/S
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	21.3	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	47.3	I/S	I/S
Subsidized meals	107	98.1	15.7	41.2	23.5	19.6	57.8	51.5	Yes	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	124	96.8	21.7	27	25.2	26.1	60	62.3	Yes	Yes
Male	64	95.3	27.6	25.9	24.1	22.4	56.9	61.7	N/A	N/A
Female	60	98.3	15.8	28.1	26.3	29.8	63.2	63	N/A	N/A
White	21	95.2	11.8	11.8	29.4	47.1	76.5	75	I/S	I/S
African American	101	97	24	30.2	24	21.9	56.3	44	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	85.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	62.5	I/S	I/S
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	22.1	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	52.6	I/S	I/S
Subsidized meals	107	97.2	23.8	29.7	22.8	23.8	56.4	48.1	Yes	Yes

Physical Science (End-of-Course Performance by Group)

All Students	122	93.4	77.2	13.2	7.0	2.6	N/A	N/A	N/A	N/A
Male	63	93.7	76.3	15.3	6.8	1.7	N/A	N/A	N/A	N/A
Female	59	93.2	78.2	10.9	7.3	3.6	N/A	N/A	N/A	N/A
White	20	85.0	52.9	11.8	23.5	11.8	N/A	N/A	N/A	N/A
African American	100	95.0	82.1	13.7	3.2	1.1	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	10	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	106	93.4	78.8	13.1	6.1	2.0	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2009	127	99.2	19.2	49.2	24.2	7.5	46.7	61.8
	2010	124	97.6	14.7	38.8	25	21.6	60.3	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2009	127	100	20.7	43.8	22.3	13.2	51.2	62.7
	2010	124	96.8	21.7	27	25.2	26.1	60	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate, grades K-8	96.1%	94.0%*	Yes

* Or greater than last year

** Adjusted to account for natural variation in performance.